

city college news

New Academic Strategy will be college 'cornerstone'

By Nancy Hood,
Executive Director, Human Resources

When our President Anne Sado announced the college-wide Academic Strategy project in January, I heard many staff voices from across the college acknowledging their enthusiasm about this renewed focus on our academic work.

So you read the announcement but you are still unsure exactly what the intent of the Academic Strategy project is? Can't remember why we're doing this? Trying to figure out what an Academic Strategy is but afraid to ask the question? Or wondering, "what difference will it make for me or for our students?"

Well, the preliminary work is well underway. Under the direction of the two co-chairs of the Task Force, Maureen Loweth, Dean of Business and Creative Arts and Georgia Quartaro, Chair of the Centre for Community Services and Development, the purpose of the Academic Strategy project is to engage the college community in developing a clear and compelling Academic Strategy for the college.

"Our Academic Strategy must be the cornerstone of what we stand for as a college," says Anne Sado. "Expectations among our partners, our students and the public are higher than ever before. Our academic plan will help ensure we meet those expectations."

This strategy will articulate our academic vision, goals, principles and standards. It will express our commitment to provide our students with the best learning experience and academic excellence in all we do. And it will give us a framework to inform our annual academic and business planning work. The Academic Strategy will consider questions such as:

- How we foster excellence in teaching and learning.

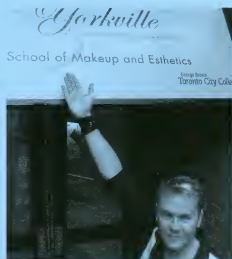
- How we design and develop curriculum.
- How we ensure quality through program approval and program review.
- How we foster a positive learning environment culture.
- How we put students first in our plans and actions.
- How we provide an effective and strong combination of vocational, generic skills and liberal arts curriculum.
- How we plan the development of baccalaureate programs.
- How we ensure our college goals of diversity are woven into our academic life.

The Academic Strategy Task Force will address all of these complex issues... but the Task Force can only facilitate the work. They cannot do this job effectively by themselves without hearing from you.

You know what the best practices are here at our own college and elsewhere. You know the areas in which we need to improve. You also know what we need to do both personally and as an organization to ensure our students receive a really valuable learning experience. The Task Force needs everyone in the college to get involved, to think carefully about the issues, and to present their views.

I am extremely enthusiastic about the work of the Academic Strategy project. As Executive Director of Human Resources, I think it is exactly what we need to support staff and student success. I look forward to the upcoming consultations. These discussions will deepen our community's understanding of our academic priorities and shape how we will make good on our commitment to our students over the next five years.

How can you get more information? — Read the supplement in this issue and/or visit the special Academic Strategy project page at <http://inside/academicstrategy>.



Ta-da: Sheldon Hargrove, program co-ordinator, is proud to present the Yorkville School of Makeup and Esthetics located at 70 Yorkville Ave.

College opens Yorkville makeup school

The Centre for Continuous Learning's Professional Makeup and Esthetics programs have just gotten an extreme makeover.

These programs, which have been offered at Casa Loma for more than 10 years, have just moved to the brand new Yorkville School of Makeup and Esthetics at 70 Yorkville Ave.

"We've expanded these programs in order to be taken seriously in the industry," said Sheldon Hargrove, program co-ordinator. "It was done to be competitive and better."

And what better place to be than in Yorkville — the fashion and beauty capital of Canada — rubbing elbows with more than 200 salons, cosmetic retailers, modelling agencies and private beauty schools.

"We wanted a location that was geared towards the (beauty) industry. It's also very central and very convenient for our students," he said.

Another important reason for opening the school dedicated to makeup and esthetics education was to provide students with a place to practice their techniques and hone their skills.

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Non-stop action at Technology in the City

There was something for everyone this year's Technology in the City event including high school students, their parents, industry partners and George Brown students and staff.

It all began March 30 at the break of dawn with a visit from Breakfast Television's Live-Eye crew getting the scoop on the competitions and student inventions.

From then on, about 100 high school students hammered, raced, programmed, designed and constructed their way through various competitions in hopes of winning George Brown College scholarships and impressing the media judges like Mike Holmes, host of Holmes on Homes.

Six industry panelists, along with college staff and faculty, guidance counsellors and other guests, tackled important issues including how to educate and prepare graduates to meet industry employment needs and how to let students and parents know about the wealth of rewarding careers in technology and skilled trades.

About 300 high school and middle school students toured through the labs, studios, classrooms and other facilities to experience a day in the life of George Brown College.

At the inventions showcase event, current George Brown students were more than happy to show off the final products of more than 1,000 hours of research, design and construction.

And to wrap up the action-packed day, more than 500 high school students and their parents jammed the lecture hall for an information session followed by campus tours.

It was the combination of all these amazing events, strong partnerships and teamwork that made for such a successful Tech in the City event, said Joy McKinnon, Dean of the Faculty of Technology.

"We had fabulous participation from college staff, faculty and students, who were great ambassadors for the college, as well as from the Toronto District School Board, high school guidance counsellors and teachers," said McKinnon.

Tech in the City will continue to be an annual event at George Brown with more competitions, more industry panels and more opportunities to "celebrate what we do and let people see how everything connects with the students, the employers and the college," McKinnon said.

Here is a glimpse at how everything came together at Tech in the City 2004:



Sunny Ormitan (seated), Dimitri Tsapos (standing from left to right), Michael Zobel and Pritpal Lotey solved the age-old problem of clutter by building a computer right into a desk. Now that's a smart idea.



The pressure is on as Cassian... under the watchful eye of Mike Holmes on Homes, in the Ma...



GB graduate Shannon Judge (third from the left) talks about how the Construction Engineering Technology Management Program gave her the competitive edge she needed to become a manager at Highlands Incorporated, a property development firm. The rest of the panel, from left to right, are Anne Sado, college president, Vera Taylor, from the Toronto District School Board, Don Carkner from iFire Technology Inc., Janet Bobechko from Fraser Milner Casgrain law firm, David Crane, Toronto Star columnist and Jack Ott from Allianz Insurance Company of Canada.



College president Anne Sado takes a closer look at what these two Central Tech students constructed: the Remote Control Storage Box competition event Tech in the City.



Santiago Olmedo (middle) and Matthew Passarelli (right) happily demonstrate how the automated bar appliance, the Giver, serves up drinks instantly. Olmedo, Passarelli and other teammates Mark Morreale and Jonathan Nunez were awarded first prize in the student invention competition.



Harry Berhan (left) and Greg Babiak (right) received medals from media judge Chris Atchison, a reporter for the Metro daily news, for the Mechanical Car comp...

in the City



Cassandra Jackson, from Lakeshore Collegiate, builds a brick wall in the City Open House competition. Jackson placed third in the competition.



Close-up look at the roller shovel constructed for the City Open House competition event at the City Open House.



George Brown students (from left to right) Mehdi Shemirani, Debbie Sinanan and Maria Taccone stand proudly by their invention, the Roller Shovel, designed to turn the dreaded chore of shoveling the driveway into an easy, painless task.



Students receive their medals for their participation in the City Open House competition.



This George Brown student sums up the third annual Tech in the City Open House and Competition event, held on March 30.

Labour Fair brings NDP's Jack Layton to George Brown

The Labour Fair got off to an exciting start with a unique multimedia performance and ended on a high note with a high-profile federal politician.

This year's roster of guest speakers, events and special displays generated a lot of buzz around the 12th annual Labour Fair, making it a huge success, said Maureen Hynes, a co-ordinator in the School of Labour.

Some of the highlights from Labour Fair week:

- On March 22, local performance troupe Pretty, Porky and Pissed Off drew full-house crowds at St. James and Casa Loma with their latest show Big Judy. The seven performers/activists addressed issues of body image and equity in a very honest and compelling way using a unique mix of dance, video, music and personal monologues.
- A special exhibit, entitled "...and still I rise", transformed the St. James lobby into a miniature museum dedicated to the struggles of African Canadian workers and their distinct role in Ontario's labour and human rights movement. The Ontario Workers' Arts and Heritage Centre in Hamilton documented their journey using old photographs, newspaper articles, personal keepsakes and other historical artifacts.
- More than 80 guest speakers, including union leaders like Wayne Samuelson, president of the Ontario Federation of Labour and John Cartwright, president of Toronto and York Region Labour Council



Jack Layton, leader of the federal NDP, talks to students about issues facing them at school and in the workplace. For more photos from the week's events, please log onto <http://www.gbrownc.on.ca/schooloflabour/lab-fair-2004.html>.

and local community members like Chung Tang from the Chinese Canadian National Council Toronto Chapter, spoke to about 3,200 students about labour issues ranging from sweatshops to workplace equity to health and safety.

• Jack Layton, leader of the federal NDP, was last but not least to speak on March 29. The former Toronto city councillor addressed rising tuition fees, mounting pressure on students and the post-secondary education system, the lack of affordable housing and what we can do to help restore Canada's social safety net.

"I really appreciate the invitation to participate in George Brown's Labour Fair," said Layton, after his talk. "Labour fairs are a great concept because students need to know more about the working world they are about to enter."

Yorkville make-up school

(continued from page 1)

For the first three hours of each class, the instructors lecture, demonstrate techniques and then observe the students as they practise. The last hour of class is devoted to studio time, explained Hargrove.

With more than 25 class offerings from makeup and hair styling to aromatherapy and reflexology to esthetics and nails, students will have plenty to put to practice. And with instructors who are also working professionals in the industry, they will learn from among the best.

While the Yorkville location is considered George Brown's newest campus, it isn't anything like a traditional educational institution with its chic décor and professional salon setup.

"It doesn't look like a school because we want the transition from school to

employment to be as seamless as possible," Hargrove said.

That includes learning in an environment that closely mimics a real workplace, having access to professional products at discounted prices and working with real paying customers, gratuities and all, as advanced level students will offer services to the public at affordable prices.

Hargrove said besides the revenue that the Yorkville School of Makeup and Esthetics will generate for the college, it will also make the name George Brown synonymous with the very best on the most beautiful block in Toronto.

For more information about the school, please call (416) 415-5000, ext. 4070 or go to <http://www.gbrownc.on.ca/News/makeup.html>.

Honouring the Huskies

Every year, the students who don the George Brown Huskies uniform as they hustle up and down the basketball court, soccer field, baseball diamond and ski hills, are recognized for their talents and hard work.

The annual Athletic Awards banquet, held on April 8 at Siegfried's, honoured the college's finest athletes in all varsity sports including volleyball, soccer, baseball, basketball, badminton, golf, cross-country, alpine skiing and snowboarding.

"This is our opportunity to acknowledge the contributions of our athletes, coaches and staff to athletics, recreation and student life at George Brown and to thank our supporters," said Patricia Kitchen, Director of Athletics, Student Life and Alumni Affairs.

Congratulations to this year's winners:

Volleyball (male) – Terry Januszewski

Basketball (female) – Tatjana Juretic

Indoor Soccer (female) – Mfodoo Ndur

Indoor Soccer (male) – Richard Kirwan

Soccer (male) – Richard Boahen

Badminton (female) – Sarah Yeh

Cross-country (female) – Gail Sauer

Golf (male) – Will Mitchell

Skiing (male) – Chris Cousineau

Snowboarding (female) – Elizabeth Huntley-Cooke

Athlete of the Year (male) – Wayne Willis

Athlete of the Year (female) – Elizabeth Huntley-Cooke



Wayne Willis (middle left) and Elizabeth Huntley-Cooke (middle right) are named Athletes of the Year. They are joined by Anne Sado (left) and Michael Cooke.

Success in the City

Congratulations to **Donald Wright**, a senior accountant in the Finance Division of the college, on his recent election as **Chair** of the **CAAT Pension Plan's Board of Trustees**. Wright is the first George Brown graduate and employee to hold this position which he assumed on April 1. For the next 18 months in his new role with CAAT, he will work on behalf of college employees to ensure the financial viability of the pension plan. Wright is also vice president of the Support Staff Local 557 and has served as an OPSEU elected trustee since 2000.



Upcoming events

Flux Jewelry Art Show

April 8 to May 2

The work of the Jewelry Arts graduating class will be on display at Harbourfront's Bounty Fine Canadian Craft. For gallery hours, please log onto <http://www.harbourfront.on.ca/noflash/visarts/bounty.php>.

Best of Show Design Exhibit

April 27 to May 6

Check out the best of this year's School of Design graduates at the Design Exchange. A reception and awards ceremony begins at 5 p.m. on April 27. For more information, please call Alice Lee at (416) 415-5000, ext. 2103.

Academic Strategy open forums

Your opinions, suggestions and feedback are needed to help develop our new Academic Strategy. If you plan to attend any one of the following, please register with Melissa Quan at ext. 4479.

Casa Loma

May 6, noon to 1:30 p.m. in Room D214

May 11, noon to 1:30 p.m. in Room E218

St. James

May 3, noon to 1:30 p.m. in Room 327A

May 4, noon to 1:30 p.m. in Room 481C

May 13, noon to 1:30 in Room 481C

Special open forum on General Education/Generic Skills issues

April 29, noon to 4:30 p.m. in Room 344E at St. James

Annual Staff Picnic

June 5

Everyone is invited for some fun in the sun on Toronto Island for this year's staff picnic. The day will include a delicious barbecue, amazing activities, games and a raffle draw. For more information or to register, just visit the college Intranet site at <http://insite>.

Convocation Ceremonies

June 15 and 16

George Brown College graduates will gather at the Hummingbird Centre to celebrate the culmination of all their hard work and dedication at this year's convocation ceremonies. Log onto <http://www.gbrownc.on.ca/Admin/Registrar/gradinfo.html#maincontent> for more information.

If you plan to attend college events...

Please note that the Safe Walk Program is over for the school year starting on April 14. This service will resume again on Sept. 2, 2004. For more information, call (416) 415-5000, ext. 2721 or log onto <http://www.gbrownc.on.ca/orientation/safewalk.html>.

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Story ideas?

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DEVELOPING A NEW **ACADEMIC STRATEGY**

INSIDE:

Q&A

Who's involved

Strategies for teaching,
curriculum, and program quality

How you can get involved

Online resources

George Brown
**Toronto City
College**

Who is on the Academic Strategy Task Force?

The Academic Strategy Task Force members are:

Co-Chair:

Maureen Loweth, Dean, BCA

Co-Chair:

Georgia Quartaro, Chair,
Community Services & Development

Anjana Shah, Technology

Antonella Cassar,
Continuing Education

Bob Cox, Staff Development

Connie Winder, CSHS, ECD

Cornelia Krikke, Hospitality

Majorie McColm,
Academic Excellence

Paul Royes, Business

Rivie Seaberg, CSHS, Nursing

Andrea Brown, recent graduate

Tina Intini, Access

Tom Stephenson, Technology

Diane Acey, Business

**Co-Sponsor & Senior Management
Committee Primary Lead:**

Michael Cooke, VP, Academic Excellence

Co-Sponsor:

Nancy Hood, ED, Human Resources

Tony Tilly, Task Force Resource

Ex-officio:

Anne Sado, President

There are three Working Groups:

Curriculum Design and Development

Co-chaired by:

Cornelia Krikke & Connie Winder

Excellence in Teaching & Learning

Co-chaired by:

Anjana Shah & Paul Royes

Quality Assurance

Co-chaired by:

Rivie Seaberg & Tom Stephenson

Staff can contact any member of the Task Force and Working Groups for information. They can also call Michael Cooke at ext. 2569 or Yen/Melissa at ext. 4479 for information/quick questions about the Academic Strategy.

How our Academic Strategy will affect your working life

A new and successful Academic Strategy for George Brown could positively affect the working lives of everyone at the college. Let's do the math.

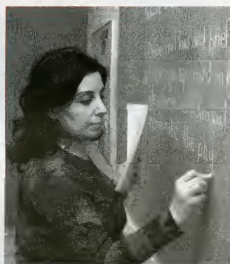
It's a simple equation that states: great programs and courses plus excellent teachers equals more successful and happier students. Satisfied students in turn equal happier and more satisfied staff.

Now, let's break that equation down into its parts:

Great programs and courses that benefit from a new and rigorous approval and review process to ensure that we are meeting the needs of both our students and the community we serve. Programs and courses that feature innovative, high-quality curriculum design. Programs that make sure students acquire the key skills they need to be good employees, good citizens and lifelong learners.

Excellent teachers engaged in a learning culture where best practices are shared. Teachers that are supported with flexible, action-oriented professional development so they can achieve their true potential in the classroom or lab.

Satisfied students who can more clearly see the positive impact of their college experience in their lives and careers as well



as the role that all college staff play in supporting them.

Satisfied staff who take justifiable pride in their work and in the worthwhile role of the college as a whole. Staff who are happy to be engaged in helping transform the lives of our students and, in doing so, strengthen the economy and social well-being of our community.

It may be a simple equation, but there's a lot of effort required in making it real at George Brown. To find out more go to *insite*, our college intranet page. (Just type "insite" in the web browser of your college computer.)

Whatever happened to our Academic Plan from 1994?

A decade ago staff were hailing the release of an Academic Plan for the college that took two years of hard work to produce. But what happened to the huge tome containing more than 150 recommendations for change? Did it just catch dust? Is it already buried somewhere in college archives?

Hardly, says Michael Cooke, the college VP of Academic Innovation. Cooke poured over a copy of the document recently and found that a huge percentage of the recommendations were implemented.

Activities as varied as internationalization, staff recognition programs, and introduction of new learning technology were recommended in the '94 plan and are now part of daily life at George Brown, he says.

"The plan lost visibility in the years following its release because of changes in leadership and a multi-year financial crisis, but the work continued on many of its recommendations," Cooke says. "Of course, we didn't do everything that was recommended. Now we have the opportunity to consider what was done and what wasn't and use that reflection to shape our new strategy."

Staff working on the current Academic Strategy will be using the 1994 plan as a resource. To read more about the '94 plan go to the Academic Strategy pages on the college's intranet site – called *insite*. Simply type the word *insite* in the web browser of any computer in the college.

Students — student learning and student success — are the reason we exist.

Our academic strategy defines how we will plan, support and measure academic excellence.

Developing and implementing a clear academic strategy that we all understand and embrace is crucial to delivering the promise we make to our students, our partners and the community at large.

Our last Academic Plan was completed in 1994.

Now is the time for us to reflect on what we have learned, to consider the needs of today's students and employers and to set down our Academic Strategy for the next five years.

This task must be grounded in the experience of our faculty, our academic leaders and our students. It must be informed by perspectives from inside and outside the college. It should draw on best practices wherever we find them.

I invite everyone in the college to participate; it is key to the success of the exercise. These pages tell you how you can get involved and link you to many resources that can stimulate and inform your thinking.

Michael Cooke

Vice-President, Academic Excellence and Student Success



Questions and Answers about our Academic Strategy

Why an Academic Strategy?

Simply put, our Academic Strategy will be a statement of this college's academic vision, high-level goals, principles and standards. Our Academic Strategy will then be used across the college to guide the creation of annual academic and business plans. Our Academic Strategy will be action-oriented, committed to specific investments, performance targets and ways of measuring our success.

What will an Academic Strategy do for us?

Our Academic Strategy is grounded in two fundamental questions:

1) How does a given activity contribute to student learning? and 2) How do we know? The Strategy will add clarity to our goals and directions as a college when implementation starts in January 2005. It will create new structures to support excellence in teaching, program development and liberal arts. It will mean more money is spent on academic issues that it highlights. Lastly, it will give us a way to measure our success in academic terms.

How long will this Academic Strategy last?

Our Academic Strategy will be living document reflecting the needs and priorities of today. It won't be carved in stone. The Academic Strategy that we will be creating together in the coming months will set the course for the college for the next three to five years, when it will be subject to reflection, review and revision.

Why are we creating an Academic Strategy now?

Since the last Academic Plan was created in 1994, the college has gone through an extended period when solving financial difficulties and enrolment management issues "got a lot more press" than academic planning. There is a broad consensus across the college that we need to give high priority to setting out a new Academic Strategy. The adoption of a new charter for colleges by the Ontario government also adds urgency to academic planning as it devolves some academic governance from the government to our Board of Governors. We realize that we will only be truly recognized as The Toronto City College if we can deliver

high-quality programming, teaching innovation, and student success.

The new Academic Strategy will help us define how we intend to achieve these goals.

What will be included in our new Academic Strategy?

- How we design and develop curriculum.
- How we foster excellence in teaching and learning.
- How we ensure quality through program approval and program review.
- How we ensure effective teaching of liberal arts and generic skills.
- How we plan the development of baccalaureate programs.

How do I find out more and get involved?

The development of our Academic Strategy is open and participatory. There are several ways all staff can get involved — including participating in open forum meetings, submitting a written response, or engaging in on-line debate. To find out more, go to the Academic Strategy web pages on the college's intranet website: just type inside into your web browser in the college. Sorry, outside access is not permitted for security reasons.

The three major thrusts of our new

Our overall Academic Strategy will include three strategies to meet the challenge



Strategy 1: Curriculum Design and Development

Curriculum is at the heart of our academic work. Our value and our success as an institution lie in our capability for curriculum design, development and renewal. We must offer outcomes-based curriculum that:

- is current,
- is innovative,
- teaches the appropriate level of generic skills and general education,
- reflects sound pedagogy and
- is accessible to the diversity of our student population.

Currency, sound pedagogy and innovation have to be the hallmark of our overall strategy and therefore of our Academic Strategy. It is our approach to curriculum design, development and renewal that will ensure these qualities are embedded in every program and every course we offer.

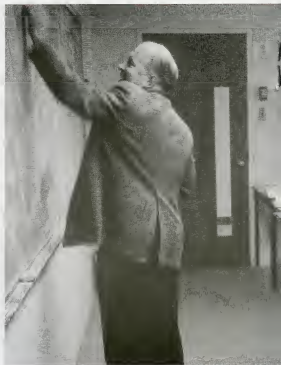
Our Academic Strategy will define how we **ensure** that all curriculum is outcomes-based, current, innovative, pedagogically sound, accessible to the diversity of our student population and contains the right mix of generic skills and general education.

In developing the strategy, we need to

draw on our experience and on best practices in college education to address these and other pressing questions:

1. How do we ensure that our curriculum meets the criteria defined in the new Ontario College Credentials Framework? (go to insite for more details)
2. How do we ensure all curricula is outcomes-based? To what degree do we want to use the Worldwide Instructional Design System (WIDS) as our standardized tool for curriculum design and development?
3. How do we test for the appropriate level of critical thinking and other generic skills including the teaching of diversity and global awareness as core competencies? How do we ensure our students are appropriately equipped for lifelong learning and citizenship?
4. How do we test for the right match among needs, outcomes and design and the right match between outcomes and assessment?
5. How do we encourage innovation in design and delivery including the use of e-learning?

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Strategy 2: Excellence in Teaching

Teaching and learning is the heart of the college, the core of a student's experience here, and the foundation of our Academic Strategy.

Our faculty members are the primary guarantors of this strategy. The development and implementation of the strategy must be rooted in their experience, in their context and in their needs. The process should be organic in nature and led by leaders in various Centres and program clusters across the college.

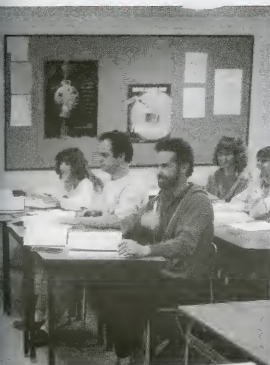
The Academic Strategy will articulate how we continuously strengthen our ability to provide teaching/learning experiences inside and outside the classroom that are student-centred, innovative and grounded in exceptional student-teacher relations.

It must articulate how we plan to continuously strengthen our capability to be a learning organization, how we support new developments in pedagogy and how we ensure the best student-teacher relations possible.

Under the leadership of the Staff Development Office and the Office of Academic Excellence, the college has already been practicing this approach with considerable success.

w Academic Strategy

challenges in three areas: curriculum, teaching, and program quality.



g and Learning

We have increased investment in staff development and program review as tools to support excellence in teaching and learning. This work has been carried out largely in divisional or departmental settings with support from college-wide resource experts.

In developing the Academic Strategy over the coming year, we want to draw heavily on this experience as well as the significant expertise within the college community across North America.

A core element of the development process will be innovative projects carried out by various faculty teams in collaboration with the Staff Development Office. These projects are designed to nurture excellence in teaching and learning and increase our experiential knowledge.

We will use these sources to assist in considering the following questions/issues:

1. Student feedback is a crucial driver of student success and student satisfaction. How do we measure the adequacy of our student feedback practices? Where do we study and experiment with best practices and new strategies in gathering and

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Strategy 3: Quality Assurance

Effective and efficient quality assurance must be an essential component of our Academic Strategy.

Without it, we cannot answer the second fundamental question about the worthiness of our work—how do we know that we are contributing to student learning?

Without it, we cannot provide objective proof to ourselves, to our students, to our partners, to funders or to the general public that what we are doing works.

A rote practice of quality assurance will not serve the diversity of our student population or the city well.

We need to set and implement standards. In some cases, we also need to ensure standardization of outcomes and in certain cases, even of courses.

However, our quality assurance mechanisms must be supple and responsive enough to ensure that we are also able to customize programs and tailor services to meet the needs of a very diverse student population.

The Strategy will define our commitment to program approval and program review including standards, criteria and processes

that ensure transparency, consistency, simplicity and integrity. A clear and solid commitment to assessing academic quality will include two major dimensions.

1. The Program Approval Process

A credible and transparent program approval process is a crucial component of any academic strategy. There is lots of wisdom in sister institutions that can inform our discussions. A review of policy and procedures at Humber, Ryerson and PEQAB suggest the following among the considerations in developing a made-for-GBC program approval process:

- In order to foster consistency, many institutions use a template that includes the established criteria for the respective credential. What are the key criteria that should be included in a program approval GBC template?
- How do we draw on expertise and insights of the college community? How can we provide a simple mechanism for seeking input from interested parties in the college community? Some institutions use a Letter of Intent that is circulated to

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Curriculum Design

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6. How do we ensure the appropriate level in terms of credentials, students' language ability, admissions standards and accessibility for a diversity of learning styles?
7. How do faculty and sector partners collaborate to ensure the relevancy and currency required to meet the needs of the emerging job market?
8. How do we ensure that graduating students have the appropriate breadth of general education?
9. How can the college most effectively support faculty in exercising its professional role in curriculum development and design?



Teaching and Learning

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- measuring student feedback?
2. What do we know from our teaching experience? How do we work most effectively with colleagues to develop a collective understanding of our students' needs? What mechanisms are required to nurture shared ownership for student success among teams of professors in a given program cluster? What are the best practices we want to adopt?
 3. How do we maximize integrity and promote a culture of evidence? How do we know we are doing well? Do we have good structures for self-critique? What are we doing to examine/measure efficacy?
 4. Do we regularly examine and improve the assessment methods and tools we are using to insure that a) they are aligned with the stated learning outcomes and b) they take into account the diversity of learning styles of our student population?
 5. Do we seek to learn from peers inside and outside the college community? Do we have formal mechanisms to enable peer review? What should be the minimum standard in terms of peer review?
 6. We are preparing students to function in interdisciplinary teams and environments. Do we work in an interdisciplinary/cross-functional way? How is interdisciplinary work structured into the curriculum?
 7. How do we maximize the classroom experience for students? How do we engage students who have many divided loyalties in the classroom experience without resorting to attendance policies that can be rote and blind to the diverse situations of our students?
 8. The college is developing a student success strategy that will increase significantly early alert programs, student advisement and supplemental instruction. How should this work be integrated into the academic strategy? What are the

appropriate roles for professors in this work?

9. What are the respective roles of the college, the division and the professor in ensuring continuous professional development and currency? How do we measure effectiveness?
10. E-learning has opened up significant new dimensions in distance learning and as a component of on-site programs. How do we best foster innovation in e-learning and equip professors to incorporate it into the curriculum? What are the opportunities from a student perspective?
11. How can we best nurture and acknowledge academic leadership among faculty?
12. Currently, professors rarely have the opportunity for performance evaluation and feedback. What are the key criteria for introducing faculty performance evaluation that is meaningful and effective in terms of nurturing academic excellence and professional development?

Quality Assurance

(continued from page 5)

- the community for comment for a period of one month.
- Is there a role for a divisional academic committee? If so, can we define that role?
 - How do we gather appropriate input from the relevant sector, industry or profession?
 - How do we ensure alignment with the college strategy and manage the college's investment in new program development wisely? Should proposals have the authorization of the Vice President, Academic before proceeding? In order to allow for an expeditious process and opportunity for

due consideration of proposals, we need to define the essential steps in the process.

2. The Program Review Process

Along with a well-established and transparent program approval process, the Academic Strategy must also include a robust and rigorous program review process.

In 2001, we introduced a new program review process that ensures a Level 1/Quantitative Review of all programs annually and a Level 2/Qualitative Review of six to eight programs/program clusters each year.

The academic strategy should further strengthen this review process by including

the following key elements:

- Require Level 2 Reviews of all programs without exception every seven years.
- Institute an external peer component in Level 2 Review.
- Establish the use of quality benchmarks, which originate outside of the institution.
- Institute regular presentations of Level 2 Review results to the Academic and Student Affairs.
- Institute a follow-up within two years by the Office of Vice-President, Academic Excellence and Student Success to ensure that recommended actions are being taken and weaknesses are being addressed.

Another Academic issue: Capacity and structure for Liberal Arts/General Education

Currently, responsibility for Liberal Arts and general education is integrated into the respective Faculties and sector-driven Centres across the college.

Liberal Arts faculty members are affiliated with those divisions rather than with a separate Liberal Arts unit. This organizational structure offers many advantages and opportunities in terms of an integrated approach to curriculum development and to innovative partnerships between faculty teaching Liberal Arts courses and faculty teaching core program courses.

However, many feel that the current

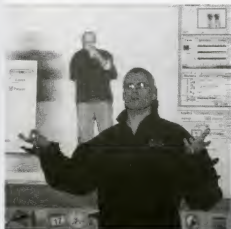
structure leads to a fragmentation of the Liberal Arts curriculum and reduces the effectiveness of delivering high quality Liberal Arts courses. In the case of developing articulation agreements and baccalaureate-level programs, it is challenging to mobilize and provide leadership for curriculum development teams.

The current structure also presents difficulties with regards to policy development, consistency and efficiency in scheduling. It does not lend itself particularly well to collaboration and teamwork among Liberal Arts faculty across the college.

Liaison with other institutions is also awkward because our structure does not parallel the Liberal Arts departments that exist in most colleges and universities.

The Academic Strategy should consider these issues and recommend the appropriate structure for us in light of our past experience, our sector-driven centre strategy.

Please note that a special open forum about liberal arts/general education issues will be held at St. James Campus on Thursday, April 29, from noon – 4:30 p.m. in Room 344E.



Three ways you can contribute to our Academic Strategy

We want to hear from everyone at the college. Here's how to add your voice to the development of our Academic Strategy:

Attend an open forum.

A light lunch will be served at forums starting at noon. Please register with Melissa Quan at ext. 4479 so we have enough food. (If you forget, come anyway!)

Casa Loma Thursday, May 6, noon – 1:30 p.m. Location: Room D214
Tuesday, May 11, noon – 1:30 p.m. Location: Room E218
St. James Monday, May 3, noon – 1:30 p.m. Location: Room 327A
Tuesday, May 4, noon – 1:30 p.m. Location: Room 481C
Thursday, May 13, noon – 1:30 p.m. Location: Room 481C

Special Open Forum on General Education/Generic Skills issues:

Thursday, April 29 noon to 4:30 p.m. Location: Room 344E

Make a written submission.

E-mail your submission to gquartar@gbrownc.on.ca by May 30, 2004.

Add to the debate on the intranet.

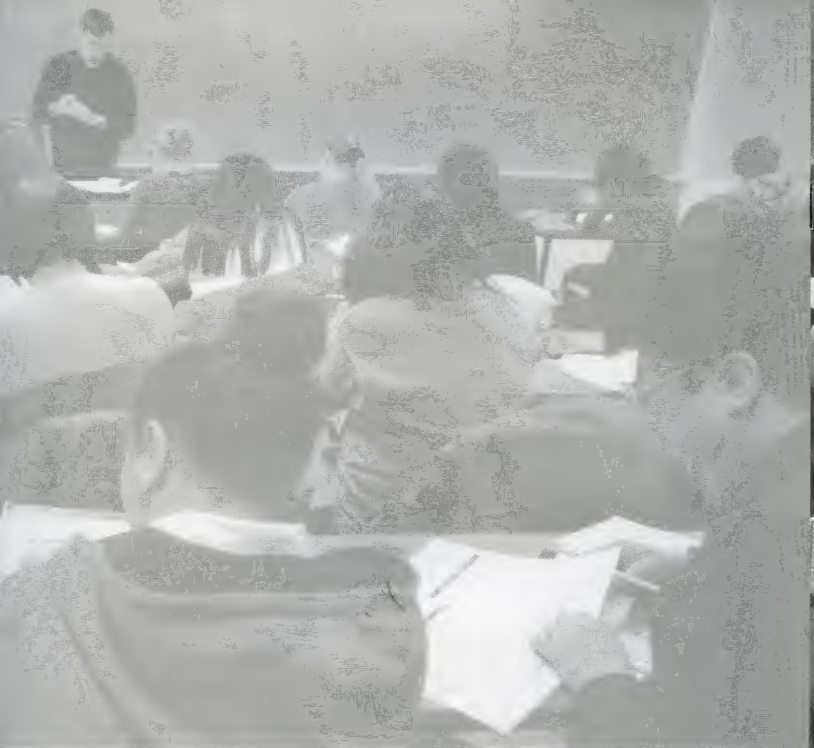
Go to our college intranet site — type [insite](#) in your browser from any computer in the college and follow the links to the online forum in the Academic Strategy pages.

When is the best time to get involved? Right now!

The development of our college's Academic Strategy is an open, consultative process that will take approximately six months to complete. There are at least 40 people from the college already engaged in one way or another with the Academic Strategy Project. See the Academic Strategy Time Map on the [insite](#) web site: <http://insite>.

But in summary, the time to get involved is now!

College wide forums and consultations:	April, May and June 2004
Preparation of the Draft Strategy	July and August 2004
College-wide Consultation re the Draft	September and October 2004
Finalizing the Plan	October 2004
Board of Governors approval	November 2004
Implementation	From January 2005 onwards



**Want more
insight –
go to *insite***

Want more background, more information, more insight about the Academic Strategy Development process? Go to *insite*, George Brown's intranet web site.

Getting there is easy. Using any computer within the college (sorry, no outside access for security reasons) and type the word *insite* in a web browser.

Once you have *insite*'s homepage, click on the Academic Strategy logo for pages of material about the Academic Strategy, including:

- background documents
- committee minutes
- links to academic plans at other institutions
- Feedback forms so you can post an opinion.

Page contents will be updated frequently so check back for the latest information and developments.